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of the Pacific fleet and certain destroyer squadrons.

I want to show you what can be done through a good library organization to increase the use of books:

"The libraries of the U. S. S. Arkansas were reorganized and restocked with books during December. During the 19 days that the library was opened in January there was a total circulation of 1883 books, over one-half the number issued in all of 1921."

Officers in the Navy have become very generally impressed with the value of their libraries as a positive means of developing high morale and are co-operating effectively with the bureau to that end.

I attribute whatever measure of success the bureau has attained largely to our association with and the assistance of the American Library Association and to Mr. C. H. Brown, in active charge of the navy library work, whose services were obtained through the Association.

Your Association, Mr. President, has helped us with ideas, with generous gifts of books and money, and in behalf of the officers and men of the Navy I want to extend to you and all your members our hearty and grateful thanks. You have been largely instrumental in pointing us on our true course, which in the future and with your help, we intend to steer.

ADULT EDUCATION: A COMMON INTEREST OF LIBRARIES AND UNIVERSITIES

By W. D. HENDERSON, *Director, University of Michigan Extension Service, Ann Arbor*

SUMMARY. ANN ARBOR MEETING

I want to call attention first to the magnitude of what we may call the problem of adult education. Sometimes when we talk about University Extension, we include all sorts of extra-mural activities, as for example reading circles work, club activities and so on. I am referring now specifically to the extension activities carried on by our universities in distinction from that conducted by colleges and normal schools. In the universities of America, pretty largely in the Middle West, there are enrolled at the present time something over 60,000 students who are doing extension work for credit. That would make six universities of an enrollment of 10,000 each.

In addition to our credit extension courses, we have what we call non-credit courses; courses organized to discuss special subjects before various groups of people. We have enrolled in those non-credit extension courses at the present time something over 75,000 students. This makes a total of 135,000 students enrolled in our courses.

In addition in this country, in our agricultural colleges, our normal schools and our denominational colleges, as nearly as I can estimate there are enrolled at the present time something like 100,000 students who are taking extension courses of one sort or

another. This makes a total of approximately 250,000 students enrolled in our educational institutions, doing extension work for credit and paying definite fees.

And further, I suppose in our commercial correspondence schools there are enrolled about a quarter of a million students; making a total of 500,000 students in this country now who are doing extension work for which they are paying money.

Then there are reading circle courses that are free, extension lecture courses, and all sorts of activities, where people do not pay money. They simply organize themselves, and the university sends out somebody to speak to them; fully 500,000 people are in this group. This means that we have more than a million people doing extension work in connection with schools, colleges and universities. And the work has just begun; the number is increasing every year.

I suppose these are new days for librarians as well as for other people. You librarians have become a sort of public agent—reaching out, sending your wares out, to the people. When you think that there are a million extra-mural students now who are enrolled for definite study, it means that they are reading books; it means that they are interested in publications; it means that

sooner or later they are coming to your libraries. This is a problem that faces every university, not only the state universities, but our great private universities as well, and it is a problem that faces the librarian.

What can the libraries do in connection with this work? In the first place, where extension courses are organized, as they are in practically all the principal cities of this country now, the public library can be of immense help to us by making available books on certain subjects to be used in your library. In connection with credit courses in Detroit, the Public Library of Detroit has given us magnificent service; it has made available the books for those taking the courses—mostly teachers, to be sure. These students go to the libraries and use the books there. I would like to mention also the excellent co-operation and the fine publicity given by the Grand Rapids Public Library. You know, sometimes I think that if some of our business men could adopt the publicity methods that some of our librarians have adopted in these latter days, it would be a fine thing. Take Mr. Ranck up at Grand Rapids; if, instead of being a librarian, he went out and sold stock, he would be worth millions and would no doubt be giving the university a half a dozen buildings.

In this whole problem of adult education, the one thing that will impress you is the veritable hunger and thirst for the facts in the case. I think that we are facing one of the most tremendous periods of the world's history; and if America stands the test and stands upon her feet and faces the problem, it means we must be thinking about certain things, and it means that we must be discussing public questions; but when we discuss those questions in order to arrive at conclusions that are worth while, we must know the facts. The damnation of the discussion of public problems today is the fact that we do not know what the facts are. It is the business of the libraries to furnish these facts through the medium of books and package libraries.

Then I say, to summarize for just a moment, that we have here an army of something like a million people right now who

are interested in organizing themselves into groups for some kind of educational program. The universities have to take them into account; and libraries have got to take them into account. You are delighted to do it, because in this new day, the librarian instead of closing his doors and sitting back is now going out.

Why, do you know, I like this idea of a show window in a library. When it is the fishing season, our merchants down here fill their windows with fishing tackle; and a little later they put in something else, and something else. So, I say, I would like to see a show window in every library.

I do not know how you could do it, but I wonder if there would not be some way to extend that show window idea out into your near-by communities. Think of the people that are isolated out in the country and in smaller communities; in the winter time they are shut in, absolutely impossible to get either in or out.

I would like to see another thing, and that is a pay circulating library in every library. Get the new books, I don't care what they are, and put them out. I would give fifty cents any time I want to look at a new book. When they are worn out, throw them in the furnace. You have a great field here. People are waiting; they are depending upon the universities and they are depending upon the libraries for new ideas, and for new books, and for our co-operation in this direction. You have millions of new readers; more people are visiting the libraries, and more people are interested in study, and particularly is that true in the smaller and more isolated communities.

Then there is another thing. You know somebody has called our attention in these modern times to what the automatic machine is doing to us. In the old days a man started as a youth to learn his trade or calling, and when he was thirty-five or forty years of age, he had reached perhaps the maximum of efficiency; maybe he was still going up, and every day as he worked, he thought of the thing that he was going to do tomorrow to improve himself. Then along came the automatic machine.

Going over to one of our eastern cities

not long ago, I visited a shoe factory, and I saw a man putting soles on six hundred shoes in a day. All the man had to do was to stand there, and shove the soles into the machine. Instead of this man spending long years learning the business of making and putting soles on shoes, he could learn it in three days. They tell us in Flint and Detroit and some of the large industrial centers that they can take the ordinary boy and in three days he can be taught to operate a machine. His efficiency shoots up like that. Then it goes along for a while, and then it begins to drop. Think what we have: eight hours sleep, eight hours a day of work at an automatic machine, and eight hours leisure. This is one problem that the schools have to face, that the universities have to face, and the communities have to face, and the librarians—the problem of the leisure time of the people of America. What is the young man going to do who is working at the automatic machine, where all he has got to

do is to shove the pieces in? The question is whether he is going to improve his mind; whether he is going to exercise himself, his body and his mind; the question is whether he is going to read books and think thereon; or the question is whether he is going to spend the eight hours in idleness or in raising hell. The solution of this problem of the leisure time of our youth depends a good deal upon what the educators, including the librarians, are going to do about it.

What a wonderful opportunity is yours. Talk about being teachers. Some one asked a little while ago whether you were affiliated with the educators. Of course, you are. Think of the opportunity of putting books into the hands of the boy who is hungry and thirsting for them. Show me the man who is a reader of books and a thinker thereon, and I will show you a man who will be educated whether he ever goes to school or college, or not.

NATIONAL LIBRARY WEEK: THE PUBLICITY COMMITTEE'S PROPOSAL

By WILLIS H. KERR, *Librarian, Kansas State Normal School, Emporia;*
Chairman, Publicity Committee

FOURTH GENERAL SESSION

The Publicity Committee has been impressed by the good results of several library and book "weeks." We have in mind the notable success of Children's Book Week; the participation in Indiana Library Week of 157 out of Indiana's 208 libraries; the forward steps resulting from Missouri Book Week; the interest aroused by National Thrift Week; and the contribution by Chicago newspapers of ninety columns of space, worth \$13,000, to Chicago Boys' Week.

The Publicity Committee therefore brings to your attention the feasibility of Library Week, perhaps in April, 1923, during which libraries in United States and Canada should capitalize on their service, make report of progress of the national good will toward libraries,—in short, a week of intensive library advertising.

Library Week would assume various forms, subject to local and regional choice and ingenuity. New Jersey might stress the great

importance of libraries in adult education. Mercer County, Pennsylvania, might campaign for increased library support; while Reno County, Kansas, might make it the climax of a county library campaign. Indianapolis might adopt a slogan for Library Week, "Use books in your business." Seattle might vote library bonds. Birmingham might make it "Old home week for books."

There would be no great expense, and no elaborate machinery at A.L.A. Headquarters. A brief outline of possibilities might be sent out to regional and state agencies, and there would probably be call for a large amount of co-operative printing.

It may be objected that there are too many "weeks." The best answer is that other interests find that it pays. We should lose no opportunity to spread the gospel of library service in the fight against ignorance, indifference, illiteracy, and inefficiency.